

MULTICULTURAL EDUCATION FOR ISLAMIC ELEMENTARY SCHOOL STUDENTS

Nisfi Anisah

Student at Master of Islamic Elementary Teacher Education

Sunan Kalijaga State Islamic University

Email: nisfianisah@gmail.com

Abstract: Pluralism is as one of the uniqueness of each individual or group. Attitudes and behavior of mutual tolerance and mutual respect should be developed early on learners. School as an educational institution became one of the multicultural education implementation agencies. The learning process in schools geared to appreciate the differences that exist in each learner as well as other school communities. The implementation of multicultural education in Islamic elementary school in Indonesia has been carried out by a change curriculum policy and the implementation of values multicultural loaded on subjects, for example on the subjects of citizenship, religious education. Islamic Elementary Muhammadiyah Sendangmulyo is a school which is receive of implementing multicultural education with undiscriminating acceptance of learners in terms of a difference religion. One of the non-Muslims students in this school won Islamic competition Islamic religion in Kulonprogo. However, in Islamic elementary Muhammadiyah Sendangmulyo there is no religious lesson other than Islamic religious lesson.

Keywords: multicultural education, elementary school, religious

INTRODUCTION

Indonesia has a diversity of religions and beliefs, ethnic, islands, languages and a host of other diversities. Diversity as a potential and uniqueness of the Indonesian people as a great nation. However, the diversity and uniqueness has not been getting the opportunity to develop and manage themselves based on cultural wisdom and the willingness to co-exist peacefully. The paradigm in the field of education still ignores the diversity that becomes the wealth and

potential possessed by this nation. Fights, riots, hostilities, ethnic and cultural backgrounds have taken place in this country.

Multicultural education is as an approach to education transformation that holistically criticize and expose weaknesses, failures and discrimination in education. Multicultural education as an instrument of social engineering to encourage educational institutions in order to play a role in instilling awareness in multicultural communities. Furthermore, it develops an attitude of tolerance, the need and ability to cooperate with all the differences that exist. Multicultural education has an important role in education. The introduction of multicultural education to learners from elementary to upper level is able to provide an understanding of mutual tolerance, respect and respect for differences of individuals and groups to have equal rights.

DISCUSSION

Multicultural education has two key words: plurality and cultural. Therefore, an all-encompassing understanding of the plurality of difference and diversity. The culture itself cannot be separated from four key themes: religion, race, ethnicity and culture.¹ In general, the word "*multi*" means a lot, variety. While the word "*culture*" in the English language have multiple meanings, namely culture, decency, and or maintenance. On this basis, the word multicultural is defined as cultural diversity as a form of diversity in one's background. Thus, etymologically multicultural education is defined as education that takes into pay attention the cultural diversity of learners.²

Multicultural education can be defined as education for or about cultural diversity in responding to demographic and cultural changes in certain communities and even the world as a whole. This is in line with Paulo Freire's opinion, education is not an ivory tower trying to stay away from the social and

¹ Ainurrafiq Dawan, Emoh Sekolah, (Yogyakarta: Inspeal Ahimsa Karya Press, 2003), p. 99-100.

² Abdullah Ali, Pendidikan Islam Multikultural Pesantren: Telaah terhadap kurikulum Pondok Pesantren Modern Islam Surakarta, (Yogyakarta: Pustaka Pelajar, 2011), p. 105.

cultural reality.³ Education should be able to create a society that is just using social prestige as a result of the wealth and prosperity that happened.

The term multicultural education can be used, both at the descriptive and normative levels that describe issues and issues of education related to a multicultural society. According to the descriptive context, the multicultural education should contain about the themes of tolerance, ethnocultural, and religious differences, the dangers of discrimination, conflict resolution and mediation, human rights, democratization plurality, universal humanity, and other subjects that are relevant.⁴

Multicultural education is as a progressive approach to education transformation that thoroughly dismantle the shortcomings, failures and discriminatory practices in the education process.⁵ Accordingly, Musa Asy'arie suggested that multicultural education is an investment process respecting the way of life, sincere and tolerant of diversity of cultures living in the midst of a pluralistic society.⁶

In relation to the curriculum, it can be interpreted as a principle that uses the cultural diversity of learners in developing the philosophy, mission, objectives, and curriculum components as well as the learning environment of learners so that learners can use their personal culture to understand and develop various insights, concepts, skills, values, attitude, and moral are expected.

Multicultural education can be understood as an educational process or strategy that involves more than one culture shown through nationality, language, ethnicity, or racial criteria. Multicultural education can take place in formal or informal education settings, directly or indirectly. Multicultural

3 Paulo Freire, *Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan*, Terj. Agung Prihantoro, (Yogyakarta: Pustaka Pelajar, 2002), p. 19.

4 H.A.R Tilaar, *Perubahan Sosial dan Pendidikan: Pengantar Paedagogik Transdormatif untuk Indoneisa*, (Jakarta: Grasindo, 2002), p. 15.

5 Muhaemin El-Ma'hady, *Multikultural dan Pendidikan Multikultural: Sebuah Kajian* Awal diakses dari <http://www.cyberschooldps.net/> pada tanggal 6 Desember 2017 pukul 7:41 WIB

6 Musa Asy'arie, *Pendidikan Multikultural dan Konflik Bangsa* (www.kompas.co.id, 2004), p. 1.

education is directed towards the realization of awareness, tolerance, understanding, and knowledge that takes into account cultural differences, as well as differences and similarities between cultures and their relation to world views, concepts, values, beliefs and attitudes.⁷

Meanwhile James A. Banks explained multicultural education is a concept or idea as a series of confidence (set of believe) and explanations that acknowledge and value the importance of cultural and ethnic diversity in shaping the lifestyle, social experience, personal identity and the educational opportunities of the individual , groups and countries. ⁸ Abdullah states that multicultural education is an understanding that emphasizes the gap and equality of local cultures without ignoring the existing rights and existence of the existing culture. In other words, the main emphasis of multiculturalism is on cultural equality.⁹

James Banks explains there are five dimensions that must be considered by an educator (teacher) if you want to implement multicultural education. Here's how the teacher modifies the commands to improve the academic achievement of learners consisting of different groups of both culture and gender.¹⁰ The dimensions of the Banks according to them, namely:

1. The Knowledge Construction Process

The knowledge construction process is a process of building knowledge. Teachers help learners understand, investigate and organize

7 Lawrence J. Saha dan Aly dalam Nurul Zuriah, "Model Pengembangan Pendidikan Kewarganegaraan Multikultural Berbasis Kearifan Lokal dalam Fenomena Sosial Pasca Reformasi di Perguruan Tinggi" dalam Jurnal FKIP, Universitas Muhammadiyah Malang, 2005, p. 77.

8 James A. Bank dalam Nurul Zuriah, "Model Pengembangan Pendidikan Kewarganegaraan Multikultural Berbasis Kearifan Lokal dalam Fenomena Sosial Pasca Reformasi di Perguruan Tinggi" dalam Jurnal FKIP, Universitas Muhammadiyah Malang, 2005, p. 77.

9 Ngainun Naim dan Achmad Sauqi, Pendidikan Multikultural Konsep dan Aplikasi, (Yogyakarta: Ar-Ruzz Media, 2008), p. 125.

10 Sulalah, Pendidikan Multikultural (Didaktik Nilai-nilai Universalitas Kebangsaan), (Malang: UIN-Maliki Press, 2011), p. 85-86.

implicitly how cultural assumptions. For example: The teacher asks the students about the tribe in Indonesia.

2. Content Integration

Teachers use examples from different cultures to describe concepts, principles, generalizations, and theories in a subject. For example: Teachers practice ethnic and cultural concepts to illustrate specific concepts and themes.

3. An Equality Pedagogy

That teachers in every discipline can analyze procedures and teaching styles so as to be able to decide matters relating to multicultural about what model to use. In this case the teacher uses a variety of styles, modify the ways of teaching so as to facilitate academic achievement pesert learn from different ethnic, and gender. The teacher used outdoor study method to introduce traditional house of Yogyakarta city.

4. An Empowering School Cultural

The most important thing in multicultural education is the culture in schools that gives similarities to the differences of sex, ethnicity and social class. Culture in schools is supported by the participation of all the citizens of the school, so that it can create the power (empowering) learners in different races, tribes, and social classes. Example: The teachers welcomes the presence of students in front of the school gate.

5. Prejudice Reduction

Teachers make a lot of effort to assist students in developing positive behaviors about group differences. For example, when children enter school with negative behavior and misunderstandings about different races or ethnic and other ethnic groups, education can help students develop more positive intergroup behaviors, provision of steady and established conditions. Two conditions in question are learning materials that have a positive image of group differences and use the learning materials consistently and continuously. Research shows that students who come to school with a lot of stereotypes, tend to behave in a negative and a lot of misunderstanding on ethnic and racial groups from outside the group. Research also shows that the use of

multicultural textbooks or other teaching materials and cooperative learning strategies can help learners to develop more positive racial behavior and perceptions. The types of strategies and materials can result in the choice of learners to be more friendly with outside races, ethnic and other cultural groups. The five dimensions can be described in accordance with the below:

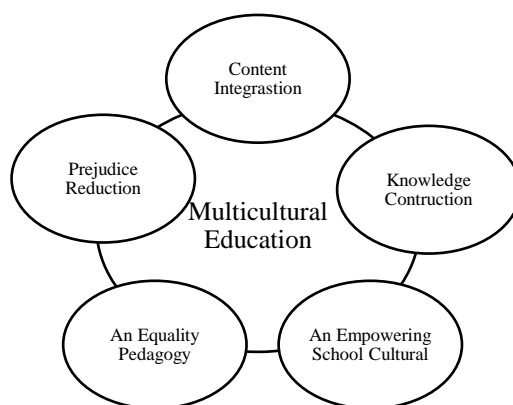


Figure 1. Dimensions of Multicultural Education

Application of education multicultural school by James A Banks have to be comprehensive, not only the attitude of fair among learners of different religion, race, ethnicity and culture, but also must be supported by a curriculum well written curriculum and the disguised, evaluation integrative and teachers who have a productive understanding, attitude and action in providing multicultural education services to their students.

Schools should plan a learning process that can foster multicultural attitudes of learners in order to become members of a democratic society, respect for human rights and justice. Schools should design the learning process, prepare the curriculum and evaluation design, and prepare teachers with multicultural perceptions, attitudes and behaviors, so as to contribute positively to the guidance of the multicultural attitude of the learners. There are three components that influence the application of multicultural education in Islamic elementary school, such as:

1. Look for relevant approach formats and learning techniques

Multicultural learning, whether through civic education or Islamic religious education (or through other subjects), is a process of fostering and establishing a life attitude that requires the foundation of knowledge and the cultivation of value in each learner. Learning that can satisfy the sense of fairness for learners, according to James A. Banks are learning strategies that can facilitate learners to learn, be able to explore information sources, be able to interpret and make conclusions that are needed in developing the attitude and behavior in accordance with the paradigm of a democratic multicultural society, justice and human rights.¹¹

Therefore, in fostering and developing multicultural attitudes, teachers should enlarge learners' involvement in the process of seeking information, discuss issues related to the information, and reflect on the values they gain in the learning process.

2. Curriculum

Multicultural education through religious education (Islamic) can be done through the empowerment of points on the curriculum or addition or extension of learning competencies in the context of noble character building by emphasizing the various basic competencies as have been exposed above. Then, multicultural education through religious education (Islam) must also be done in a deductive approach beginning with the study of verses in relevant themes, then developed into religious norms, both legal norms and ethics.

Multicultural education, either through Citizenship education and Islamic Education, must be done comprehensively, starting from the design planning and curriculum through the insertion process, enrichment or reinforcement of competencies that already exist, to design a learning process that can develop the attitude of learners to be able to respect the rights of others, regardless of race, religious, linguistic and

¹¹ James A. Banks, *Educating Citizens in a Multicultural Society*, (Teacher College Press, Columbia University, New York, 1997), p.80.

cultural background, and without discriminating the majority and minority. The achievement of multicultural education should be measurable through the relevant evaluation, whether through test instruments, non-tests or through observational processes using the portfolio of learners.

3. Teacher

The best concepts for integrative multicultural education, will not be so meaningful if managed and controlled by teachers who are not competent enough to convey those values, whether in the cognitive, affective and psychomotor areas. Therefore, there are some teachers who are required qualification in the context of the development of multicultural learning, namely:¹²

- a. Teachers should have good teacher training skills, understanding, experience, and cultural values so they can understand students who are ethnically, racially and culturally different from theirs, and can accept their students in the classroom to learn together, develop learning activities together -same in its class.
- b. The teacher must also always reflect on themselves, whether they have been able to give the attitude and fair treatment of all the students whose different ethnic, racial, and cultural backgrounds, and whether they have also given equal treatment to the learners of different types sex.
- c. Multicultural education should be done dynamically. Therefore, teachers are expected to enrich their understanding not only about teacher training and learning but also conceptual knowledge about multicultural, such as culture, immigration, and race.
- d. Teachers should also have adequate knowledge of the history, characteristics and internal differences within each ethnic group and particular races.

The application of multicultural education to educational institutions still requires socialization. This is according to which quoted from Sindunews.com which states that:

¹² James A. Banks, *Educating Citizens in ...*, p.85-86.

"Multicultural education gives encouragement to instill awareness to the students to appreciate people, culture, personality and other religions. In order for this hope to become reality, it should be socialized multicultural education and set as part of educational curriculum at various levels," said Yogyakarta Governor Sri Sultan Hamengku Buwono X in his speech read by the Head of Department of Youth and Sport Education DIY Kadarmantan Baskara Aji, Wednesday (31/10/2012).

Sultan said that multicultural education in the national education system is described as an organized education in a democratic, non-discriminatory to uphold Human Rights (HAM), religious values, cultural values and diversity of the nation. While the goal of multicultural education in the Sisdiknas Law is to instill the attitude of sympathy, respect, appreciation and empathy towards religious adherents and different cultures.

"The construction of knowledge, attitude and abilities is required by students as they interact and communicate in pluralist societies Education is a medium for people to be more humane, not just preparing learners to get jobs, but unfortunately not everyone has put education in an ideal position," he added. The Sultan revealed that religious education plays a central role in multicultural education because religion is full of noble values. This makes the need for a review of religious education that has been carried out.¹³

Multicultural learning in primary schools can be done one way by incorporating multicultural values in learning. The first thing a teacher can do is introduce learners about the cultural pluralism that exists outside of him. After learners recognize the culture outside themselves, then the teacher should encourage to develop the attitude of learners to be willing and able to appreciate the culture that exists outside of itself which is of course there are many differences. In the process of course teachers should use appropriate learning methods and suitable for the development of primary school age children.

The curriculum 2013 in which the subject matter is integrative. According to the author, one form of government measures to introduce and try to instill multicultural education in educational institutions. In the thematic book of curriculum 2013 in elementary school there are values of multicultural education

¹³ Ratih Keswara, Pendidikan Multikultural Perlu Disosialisasikan dalam Sindonews.com diakses dari <https://daerah.sindonews.com/read/684226/22/pendidikanmultikultural-perlu-sosialisasi-1351660517&ei=W4zgZJm5&lc=id> pada tanggal 4 Desember 2017 11.43 WIB.

is linked socio-cultural context of the students according to their environment. So, the learning experiences is contextualized to the students needs. An example of the introduction of multicultural education in the content of multilingual educational learning in class IV in the theme eighth of “my place”. In the theme described the diversity of tribes, cultures that exist in Indonesia as follows:¹⁴

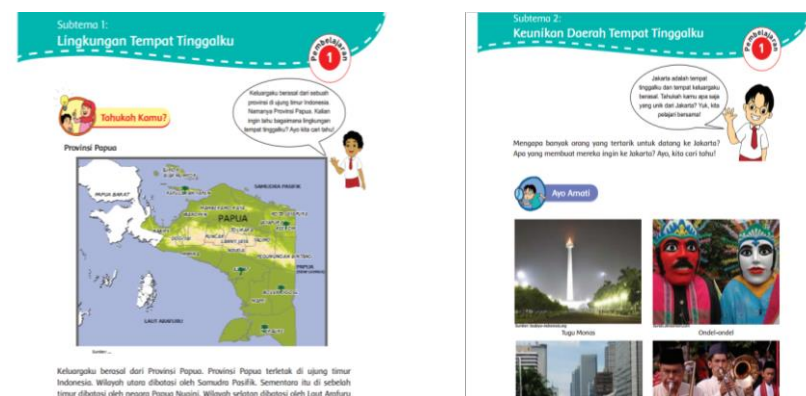


Figure 2. Thematic book of curriculum 2013 class IV theme 8

However, the reality in the field of majority of Islamic elementary school still happening phenomenon of homogenization in the world of education due to the pulling between excellence and affordability. Acceptance of students in Islamic elementary school still sorting religious background. Islamic elementary school still are not willing to accept a religion other students. And then, the students are clustered according to socio-economic background, race, and ethnicity. It cause learners just hang out and interact only with neighborhood this friend. If out of school interactions are similar, learner's experiences to understand and appreciate differences become extremely rare.

In contrast to the above statement, one Islamic elementary school Muhammadiyah Sendangmulyo in Kulon Progo who accept students of other religions. Though the elementary school one of the Islamic educational

¹⁴ Kementerian Pendidikan dan Kebudayaan, Tempat Tinggalku: Buku Siswa, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), p. 37.

institutions that shelter under the foundations of Muhammadiyah should accept learners who are Muslims. However, Islamic elementary school Muhammadiyah Sendangmulyo accept students are promiscuous, it is confirmed by the receipt of learners who are non-Muslims some 11 people. The Islamic elementary school Muhammadiyah Sendangmulyo students with non-Islamic religion is able to beat participants from elementary school predominantly Muslim students to become a champion in the religion competition. However, in the process of religious learning in Islamic elementary school Muhammadiyah Sendangmulyo there are only subjects of Islamic religion.

For that in the implementation of multicultural education, it should be understood that school was a serial social system, in which the variables in it are interrelated. Therefore, a comprehensive strategy in the school is required, especially in relation to the variables that need to be influenced for the application of multicultural education. Some strategies that teachers can use in multicultural education-based learning in schools are:¹⁵

1. Be wary of racist issues in subject matter and classroom interactions.
2. Learn more about different ethnic groups.
3. Be sensitive to the ethnic attitudes of learners and do not accept the belief that "children do not see the difference in skin color". Response the child's cultural views sensitively.
4. Use books, movies, videos, and recordings to illustrate ethnic perspectives.
5. Be sensitive to the development needs of learners in choosing cultural material. The way in early childhood and elementary school, make the learning experience to be specific and concrete.

Thus, understanding the dimensions of multicultural education in educational activities will position the learners as subjects as well as educational objects, in accordance with the characteristics of learners are empowered using the ability and willingness, have a desire to grow, have a different socio-cultural background, has the potential to individual.

¹⁵ John W.Santrock, Psikologi Pendidikan, terj. Tri Wibowo, (Jakarta: Kencana, 2013), p. 193.

CONCLUSION

Multicultural education extensively covers all learners without distinction of groups, be it ethnicity, race, culture, social strata, religion, and gender so as to be able to bring learners into a tolerant human being and respect the differences. So the ideals of the Indonesian nation to realize peace, prosperity and unity contained in our nation's motto: Bhineka Tunggal Ika (although different still one) can be achieved.

Multicultural education so far still needs to be socialized to educational institutions. Payload subject matter to the curriculum in 2013 have internalized the values of multicultural education. Elementary school Muhammadiyah Sendangmulyo has tried to apply multicultural based education by accepting students of different religions.

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